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Stakeholder Perception of Student's Teaching Practice and Community Service in Songkhla Thailand

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Abstract – As students in Higher Education, practice their knowledge in the real world and community service have to get by students. They do not only know theoretical but also how to applied it or implemented in a real situation. This paper describes stakeholder perception on student's teaching practice and community service in Songkhla Thailand, exactly in Banna, Chana District. The method research that used is the qualitative method. Information in this research is headmaster, supervisor, teacher, and community. The data activity teaching practice and community service in Songkhla since 2015 until 2017. The result showed that the stakeholder appreciates the whole student's activities. There are four dimensions that stakeholder perception. 1) teaching activities, 2) social activities in school, 3) social activities in the community, 4) participation in school and community programs. The average score stakeholder perception of teaching practice and community service are good. The students have a big problem in communication with the Thai language, so helpful people can speak in Malay, English or Arabic. For the next program, students should have more prepared for the Thai language for the simple communication.

Keywords: perception, teaching practice, community service.

1. Introduction

The competences implementation of all the theories in the main skill students in higher education it is very important, such as teaching skill, interpersonal skills. Community or the real world to be next place after the student's gain the subject in the class. As noted in the Indonesian quality framework that student's in higher education for S1 degree are capable to apply science, technology and art within her/his expertise and adaptable to various situations faced during solving a problem, mastering in-depth general and specific theoretical concepts of a certain knowledge and capable to formulate related problem solving procedure, capable to take strategic decision based on information and data analysis and provides direction in choosing several alternative solutions, and responsible for her/his own job and can be assigned to take responsibility of the attainment of organization's performances (Santoso: 2013). Capable to apply science, mastering in-depth theoretical concepts, have strategic decision base data and take responsibility are the criterion for the students in higher education S1. The classroom is not enough to answer that qualification, it needs a field like community, the real world to contextual teaching.

Teaching skills are supported by any competences, like pedagogic, professional, social, and personal Soraya (2018) said that the pedagogic competence includes: Knowing the students, mastering theories about education, lesson materials, various techniques, and learning methods, developing learning implementation plans (RPP) and evaluating the learning process and outcomes.

The students learning theoretical teaching and learning, like how to prepare the lesson plan, teaching methods, media, and also assessment. Students in higher education need to do community service. They do some activities to help the community with the based skill they have. Community service like community development. Rosidin (2018:180) Community development related with four unsure, such as; 1) information accessibility, 2) participation, 3) accountability, and 4) local organization.

Perception is a result of perceiving (Merriam Webster, 2018). Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. Perception allows us to take the sensory information and make it into something meaningful (Williams, 2018). The information for this case, it means behavior of students in teaching, socialize in school, community, and participation on the program.

Students need to have the competencies for doing practical teaching and community service. This paper would describe the student's experiences in teaching practical and community service in Songkhla Thailand, that perception by stakeholders, such as headmaster, teacher, and community. This research method using qualitative methods. Patton (2018) Qualitative research analyzes data from direct fieldwork observations, in-depth, open-ended interviews, and written documents. The validity of data using triangulation. Putra & Santi (2012), said the triangulation is equivalent with the recheck. Data obtained with multiple methods or sources. This research using open-ended interviews, observation, and documents. As much 22 students have done practical teaching and community service from 2015 until 2017 in Songkhla Thailand that the stakeholder perception of their teaching skills and community service.

2. Result and Discussion

Much as 22 students consist of 18 female and 4 male students, they carry out teaching practices and community service in Thailand, exactly in Chana, Songkhla, Thailand.

Songkhla is one of the southern provinces of Thailand. Neighboring provinces are (from east clockwise) Satun, Phatthalung, Nakhon Si Thammarat, Pattani, and Yala. To the south, it borders Kedah and Perlis of Malaysia. In contrast to most other provinces, the capital Songkhla is not the largest city in the province. The population of Songkhla 163.072 (Wikipedia, 2018). in Chana one of District in Songkhla, there are several schools and Islamic boarding schools which are used as places for students to practice teaching and community service.

Every year average 8 students doing practical teaching and service community. The schools ever to places student's teaching practical and community service consist 16 schools. There are in table 1.

Tabel 1. The Places of Practice Teaching

| No | School Name | No | School Name |
|----|---------------------------|----|----------------------------|
| 1 | Al-Mutawassitoh | 9 | Rahmaniiyah School |
| 2 | Anshoriyyah School | 10 | Rungrote Wittaya School |
| 3 | Damrungsad Wittaya School | 11 | Samakasisat Wittaya School |
| 4 | Islam Wittaya | 12 | Santiwit School |
| 5 | Keeyamuddeen | 13 | Solihuddin School |
| 6 | Madrosatul Ansoriyyah | 14 | Sulam Darul Aman |

| No | School Name | No | School Name |
|----|---------------------|----|---------------------------|
| 7 | Muslim Chana Suksaa | 15 | Tasdikiah School |
| 8 | Nida Suksa School | 16 | Vittaya Foundation School |

The whole of the schools are the private schools, they in an organization like a consortium for the private school. The schools using boarding system, so besides teaching in schools some student also teaching in boarding. They teach Islamic religious such as Al-Qur'an, Hadits, and Arabic usually every after Praying Subh or Isya. Students stay in Thailand for 1 until 3 months. The students who have others skills like tahfizh, martial arts, and calligraphy very helpful in teaching practical and community service program. The students in schools or boarding more familiar or easy to socialize, interact with the extra activities. But not all the students have the skills needed. So far, some students socialize with other person being an obstacle.

Stakeholder perception of four dimensions, there are teaching skills, socialize in community, schools, and participant in the program. This data obtained from open-ended interviews. The results are shown in table 2. The supervisor, headmaster give the answers with short answer and also narrative for describes reason the short answers. Short answer using like scales very good, good, enough, and poor. This data analyzed using descriptive quantitative. Verbal data is analyzed with qualitative, give a conclusion from the data that categorized.

Tabel 2. Presentage perception of teaching practice and community service

| No | Dimensions | Presentage Perceptions | | | | Sum |
|---------|------------------------|------------------------|------|--------|------|-----|
| | | Very good | Good | Enough | Poor | |
| 1 | teaching Skills | 56 | 35 | 9 | 0 | 100 |
| 2 | socialize in community | 48 | 50 | 2 | 0 | 100 |
| 3 | social in school | 41 | 51 | 6 | 2 | 100 |
| 4 | participant programs | 39 | 50 | 11 | 0 | 100 |
| Sum | | 184 | 186 | 28 | 2 | |
| Average | | 46 | 46,5 | 7 | 0,5 | |

Base on the data in table 1 shown that the stakeholder perception of teaching practices and community service consist of four dimensions. The higher percentage in that dimensions is teaching skills. Students were very good at teaching skills, such as preparing the lesson plan, using methods, and organize the classroom. Some of them still have predicate good and enough for teaching skills. These phenomena can explain with clear because the students doing practical teaching are students from the teacher education program. They have studied any subject needed in teaching such as education science, learning methods, learning media, classroom management, lesson plan, and assessment (curriculum in education program, 2014). Besides that, students have practiced teaching independently before their going to Songkhla. The supervisor in one of the schools said, "before they're coming, the students have an understanding problem about the material because the difference of the language, but now the condition is better" (spv3).

That means at the first time to teach it is not easy, but students can solve the problem and go better in teaching. One of the obstacles that they face is language and the new condition that need adaptation and more observation before their doing to teach. The teacher not only have knowledge of teaching but also they should have akhlaq. In the global era, attitude shown in behavior. The students have a good religion and implemented what they have so, they can have the good attitude. The religion becomes important. Lisnawati, (2012) Said that the role of religion becomes more and more clear and important in strengthening individuals dealing with the global competition.

Student behavior will be reflected in social interactions both at school and in society. One of the objects perceived by stakeholders is student interaction at school. Data from the interview results in the perception of stakeholders on student interaction at school is good. Students greet students, greet teachers in school, even though they have different languages. Generally, students only use Thai, and few understand Malay. Likewise with the teachers at school, they use Thai, and sometimes there are those who do not understand Malay. But they tried to say hello, as Headmaster said; "They will to try speaking with every teacher".

Table 3. Perception of socialize in school

| No | Perception of social in school | Percentage |
|-------------|--------------------------------|------------|
| 1 | Very good | 41 |
| 2 | Good | 51 |
| 3 | Enough | 6 |
| 4 | Lack | 2 |
| Total Score | | 100 |

Language is an obstacle and they remain optimistic that language problems will be overcome. They can use symbols or ask for the clear communication. The teacher said, that; "The students have a problem because they can't be understanding the language and I hope the future would better" (Tch.1).

Basically, the teacher has a friendly attitude, easy to get along with, is open, the language barrier will be easily overcome. Have ever said Supervisor that; "Every teacher are welcome to them (teacher from Indonesia) and they're all trying to speak to them" (Spv. 2).

Perceptions in social interaction in the community carried out after school activities, they returned to the environment where they lived. Perceptions of social interaction in the community are categorized as good.

Table 4. Perception of socializing in the community

| No | Perception of social in the community | Percentage |
|-------------|---------------------------------------|------------|
| 1 | Very good | 48 |
| 2 | Good | 50 |
| 3 | Enough | 2 |
| Total Score | | 100 |

Students should have experiences from the community, so that, they do Socialize in community to participation in community program. Base on the table 4, shown that the students have a good socializing in the community. Students can sociality with the community nicely. One of community in their living, that one

of students living in their environment said, "She can sociality nicely with all or the people" (cmn 2).

The students also interaction with different language like Malay and Siam. "The communities try to speak with the students in Malay and Thai language" (cmn 1). Following the activities in community very active. "Very active and every activities they join" (cmn3).

Students do activities that are in school, in addition to chanting, also doing activities in their neighborhood. Schools hold activities such as Qur'anic speech, and other celebrations, students participate. Likewise when their activities in the community help such as environmental hygiene activities, and religious activities such as recitation. Stakeholder perceptions of student participation activities are perceived well. This means that students participate actively in activities in the community. As contained in table 5.

Table 5. Perception of Participant Programs

| No | Perception of participant programs | Percentage |
|-------------|------------------------------------|------------|
| 1 | Very active | 39 |
| 2 | Active | 50 |
| 3 | Enough | 11 |
| Total Score | | 100 |

Various activities at school and in residence are attended by students. Activities carried out by students such as spreading Al-Qur'an for parents in the neighborhood, helping prepare food for students, scouting activities, orphanage and cleaning the living environment.

In the school, students participated in the school program. Head Master said, that; "the school has many activities and he helps every activities" (hdmst.1).

Beside activities in school, students also participated in community. They implemented their skills and sharing with community such as teaching Qur'an, help prepare for festivity, clean up the surrounding environment, Thalil, and handling *janazah*.

4. Conclusion

Base on the description result of research that stakeholder perception of student's teaching practice and community service average are good. Perception of teaching skills is very good, the perception of socializing in school and community are good, participation in the program is good. The language is one of the obstacle in doing practical teaching and community service in Songkhla Thailand. Students can solve the language problem with optimistic attitude, using sign or symbol when speaking, using other language except Siam or Thai language, like Malayu, Arabic or English.

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